



Religious Education Curriculum at Barrow CE Primary School

Religious Education Intent

As a Church of England primary school, our RE curriculum enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse. We make use of high-quality resources, for example, the Understanding Christianity resource. The teaching and learning of RE at our school uses an approach that engages with biblical text and theological ideas.

At Barrow CE Primary, through Religious Education we intend:

- To enable all children to become religiously literate.
- To ensure RE enables all children to live life in all its fullness - vision for Education (Church of England)
- To offer a systematic enquiry- based approach to the teaching of RE so that the following skills in children can be developed:

Ability to be critical thinkers

Ability to engage critically with texts

Ability to ask deep and meaningful questions

Ability to make connections within and across religions and worldviews

Ability to reflect, respond and express their own religious, spiritual and/or philosophical convictions

Ability to make their own choices and decisions concerning religion and belief, based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.

We intend to help children become responsible members of society by giving them the opportunity to learn and understand about the world around them. It is important that children can demonstrate the fundamental British value of 'mutual respect for and tolerance of those with different faiths and beliefs and for those without faith' by recognising and appreciating the way that religious beliefs shape people's lives and behaviour.

Through our teaching of Religious Education, we hope that our children can develop into respectful, considerate and responsible citizens who are able to live harmoniously with all people regardless of their differences.

Religious Education Implementation

Within our Church of England school, RE has a high profile within the curriculum and is intrinsic to the outworking of our Church school's Christian vision in enabling all pupils to flourish. We endeavour to make strong links between RE and other curriculum areas in order to integrate and enhance the learning experience. In addition, the RE curriculum contributes to British values and spiritual moral social and cultural development.

In Early Years, Religious Education is taught through the Early Years Framework category of 'Understanding the World'. This involves guiding children to make sense of their communities through various opportunities. Children develop awareness of aspects such as routines, birthdays and celebrations from different cultures. From Years 1 to 6, Religious Education is implemented through discreet lessons in half-term blocks with

Christianity being the majority religion studied each year. Each sequence of lessons begins with a key question used to engage children and promote enquiry. By addressing key questions we encourage pupils to explore core religious texts, examine the impact for practitioners of that religion and consider possible implications. Each unit incorporates the three elements:

- **Making sense of the text** - Developing skills of reading and interpretation; understanding how practitioners interpret, handle and use religious texts; making sense of the meanings of texts for practitioners
- **Understanding the impact** - Examining ways in which practitioners respond to religious texts and teachings, and how they put their beliefs into action in diverse ways within the community and in the world.
- **Making connections** - Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Religious Education Impact

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews. (Religious literacy)
- Children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum.
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions.
- Children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.
- Children will have developed a deeper understanding of what it means to live life in all its fullness.

Barrow Church of England Primary School R.E. Rolling programme 2022 onwards (2 class structure)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorn Class Reception, Year One and Two Cycle A	Theme: How did Adam and Eve spoil creation in Genesis? Source: Diocese Year 1 Summer 1 Focus: Christianity Creation/Fall/Stewardship	Theme: Why do Christians perform Nativity plays at Christmas? Source: UC F2 Supplement: Diocese website FS Incarnation	Theme: What is the Church? Why is it linked to our school? Infant Baptism Source: Diocese Autumn 2 FS Focus: Christianity Church Community	Theme: Why do Christians put a cross in an Easter garden? Source: UC F3 and diocese Spring 2 FS Focus: Christianity Salvation (link to Design Technology: creating Easter Gardens)	Theme: Why did the first disciples change their lives when they met Jesus? Source: Diocese Summer 1 Focus: Christianity Discipleship	Theme: Islam- Does going to the mosque give Muslims a sense of belonging? Source: Discovery R.E. Yr. 2 Summer 1 Focus: Islam Belonging/ God (link to Art)
Acorn Class Reception, Year One and Two	Theme: Why is the word God so important to Christians? Source: UC F1 God Focus: Christianity	Theme: Why does Christmas matter to Christians? Source: UC 1.3 Focus: Christianity Incarnation	Theme How do Christians worship God in Church? Source: Diocese YR 1 Aut 2 Focus: Christianity Church Community	Theme: What happens in a church at Easter? Why was the empty tomb good news for Christians? Supplemented by: 1.5 UC	Theme: What do Jews believe about God? How do Jews show love for God in everyday life? Source: Diocese Summer 2	Theme: What did Jesus say about the Kingdom of God? Source: Diocese Yr1 Focus: Christianity Kingdom of God

Cycle B	Supplement: God FS Diocese website God (link to PSHE: rules in my school and home)		(Church Visit link to Geography: What is special about Barrow)	extra material Source: Diocese Focus: Christianity Salvation	Year 2 (Yr2 Shabbat Planning) Focus: Judaism Concept: Covenant and Shabbat	
Willow Class Cycle A	Theme: What do Christians learn from the creation story? Source: UC 2A.1 Focus: Creation/stewardship	Theme: Why are titles given to Jesus at Christmas time? Source: Diocese Y5 Autumn 2 Focus: Incarnation (link to Computing - Wordart)	Theme: How does the local church community seek to bring God's kingdom on earth? (Also focus on what other religions say about world poverty and charity) Source: Diocese Y5 spring 1 Focus: Kingdom of God	Theme: Where in a church building are there signs of salvation? Source: Diocese Y6 Spring 2 Focus: Salvation (Church visit - Link to Geography: weathering and erosion)	Theme: Islam- How is Muslim faith demonstrated through family life? Cover Muslim marriage and baby naming ceremonies Source: CSOW Year 5 Au God/Worship	Theme: Islam- How is Muslim faith demonstrated through family life? Cover Muslim marriage and baby naming ceremonies Source: CSOW Year 5 Autumn 2 Supplement with Diocese Y5 Spring 1 God/Worship
Willow Class Cycle B 2022-2023	Theme: Creation and science. Conflicting or complimentary. Does science disprove Genesis? Diocese Y6 Summer 1 Use/see diocese mixed plan from Sue Glover Source: UC 2b2 Focus: Creation (link to science: Evolution and adaptation)	Theme: Was Jesus the messiah? Source: UC 2B.4 Focus: Incarnation	Theme: How does a belief in the kingdom of God inspire and influence Christians around the world? Source: Diocese Y6 Spring 1 Focus: Kingdom of God NB Extend plan to include Global Christianity https://www.barnabasinschools.org.uk/christianity-around-world-and-where-world-support-material	Theme: How did Jesus show forgiveness to those who betrayed him? Source: Diocese Spring 2 Year 3 Focus: Christianity Forgiveness	Theme: What do Muslims say God is like? Why is Muhammed important to Muslims? (Include Quran) Source: Diocese Y3 Spring 1 Focus: Islam God and Muhammed (Link to Art/Maths: Islamic patterns)	Theme: What do Muslims say God is like? Why is Muhammed important to Muslims? (Include Quran) Source: Diocese Y3 Spring Summer 2 Focus: Islam God and Muhammed
Willow Class Cycle C	Theme: Why do Christians want to share the world's resources? Make connections with Judaism and Islam's stewardship Source: Diocese Y5 Summer 1 Focus: Creation/stewardship (link to PSHE - respecting similarities and differences)	Theme: What is the trinity? Source: UC 2a.3 Focus: Incarnation NB Don't use Twix analogy from UC (Link to Design Technology: pop-up books)	Theme: 3 lessons from What is the best way for a Jew to show commitment to god Discovery Y 4 Summer 1: 3 lessons on Why is Passover important to Jews? Source: Diocese Summer 2 Y5 Covenant and freedom	Theme: What did Jesus do to save human beings? Source: Mixed plan from Diocese UC 2B.6 Focus: Salvation	Theme Why is community and equality important to Sikhs? Source CWAC Yr. 5 spring 1 Focus Equality and community	Theme How do Sikhs worship? Source CWAC yr. 6 Spring 1 Focus Gurdwara community Supplement with Discovery R.E. yr. 5 Summer to include the 5 Ks (What is the best way for a Sikh to show commitment to God).
Willow Class Cycle D	Theme: Humanism beliefs KS2 Source: CWAC KS2 Focus: Happy Human and the golden rule	Theme: Why do you think there are different stories about Jesus' birth? Source: Diocese Autumn 2 Year 3 Focus: Incarnation	Theme: How do Hindus worship God and celebrate Diwali? Source: CWAC Autumn Y3 Focus: Hindusim Diwali/Freedom	Theme: What can we learn from Christian works of art about salvation? Source: UC/Diocese mixed plan Yr. 5 Focus: Salvation (link to Art appreciation)	Theme: When Jesus left what was the impact of Pentecost Source: UC 2a.6 Focus: Kingdom of God (Link to PSHE - personal identity)	Theme: How important is God in Hindu family life? Source: Diocese Summer 2 Y4 God